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ABSTRACT

The emergence and importance of educational interpreters for hearing impaired students are reviewed. Qualifications in the Mesa (Arizona) Public Schools for this position are set forth, including certification and ability to work on a team. Duties beyond interpreting include assisting in normal classroom routines and procedures and acting as liaison between special and regular education programs. Mainstreaming duties are noted for the position at both the elementary and secondary levels. Elementary interpreters are involved in such tasks as sign language instruction for regular education students while secondary interpreters may be involved in tutoring, liaison, and special occasions. Appended materials includes sample job descriptions and staff guidelines. (CL)

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EDUCATIONAL INTERPRETERS - A NEW BREED

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Over the last two decades, the profession of interpreting for hearing impaired individuals has undergone a complete metamorphosis. In the midst of this transformation there emerged a new breed - THE EDUCATIONAL INTERPRETER.

Twenty years ago, the art of interpreting was often overlooked. The majority of interpreters were children of deaf parents who acquired manual communication skills in their home. There were no organizations or training programs for interpreters nor any established standards for direction. Interpreters, for the most part, were volunteers who donated their time and talents in dedicated service.

Today, the interpreting profession has taken on new dimensions. There is a national organization for interpreters, as well as many state and local associations. Training programs have been established. A set of standards has been developed and employed. Agencies and institutions, across the nation, are actively pursuing more qualified, skilled interpreters. Interpreters are no longer volunteers, but are accredited, wage earning professionals. The interpreters' dedicated service has become, for some, a full-time career.

The reasons for this metamorphosis and the emergence of a new breed of interpreters bear some investigation. In 1964, it became apparent that there was a need to establish a national organization

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for interpreters. This was achieved by the formation of an organization known as the Registry of Interpreters for the Deaf (RID). In 1965, the federal legislators began to see a need to improve services to the handicapped. They passed legislation which had a tremendous impact on the hearing impaired and the interpreters' profession.

1) P. L. 89-333 - Vocational Rehabilitation Act of 1965
   This act is considered the first landmark legislation for hearing impaired adults. The act authorized interpreting as a vocational rehabilitation case service for hearing impaired clients. Those hearing impaired individuals who had been reluctant to take advantage of services were now able to apply.
2) P. L. 93-112 - Vocational Rehabilitation Act of 1973
   This act proved to be a significant contribution to all handicapped people. It defined their civil rights as individuals. Hearing impaired people were categorized as "severely handicapped" with unique communication difficulties.
3) P. L. 94-142 - Education for all Handicapped Children Act of 1975
   This act mandated greater integration of all handicapped children, including the hearing impaired, into the public school system. This piece of legislation planted the seeds for educational interpreters.

The establishment of a national organization and the passage of the legislation supported and defined special skills, training,

and characteristics of interpreters, thus creating an ever increasing demand for interpreters and greatly expanding employment opportunities.

Qualified interpreters are difficult to find. Even more scarce are those few qualified professionals who are willing to perform and excel as educational interpreters. It is most difficult to assess the desired qualities of educational interpreters during the interview process. Once educational interpreters are hired, these qualities must be constantly fostered through monitoring and evaluation.

Interpreters, ideally, are seen as master craftsmen. They must possess the knowledge and expertise to function effectively utilizing differing modes of communication within a wide range of environmental settings. Interpreters today are expected to be fluent in a number of manual communication systems such as, American Sign Language (ASL), Manual English, Signed English, and the SEE Systems. They are also expected to interpret within the medical and legal arenas; within institutions, colleges, and schools; within counseling and vocational rehabilitation situations; and within the private sector.

The Registry of Interpreters for the Deaf, as well as state and local organizations and training programs, is trying to prepare and certify interpreters to meet all of the above challenges. However, to date, the challenges faced by the educational interpreters have not been addressed. National and State organizations offer separate certificates to individuals interpreting in highly specialized fields such as legal and medical. They do not offer a separate certificate to those interpreting in the educational

field. Therefore, educational interpreters lack needed credibility (see Appendix A).

In addition, the Registry of Interpreters for the Deaf follows a stringent Code of Ethics (see Appendix B). This code is followed by most state and local organizations and training programs. This code inhibits the effectiveness of educational interpreters in the elementary and secondary school settings. It requires that interpreters function solely as facilitators of communication. Interpreters convey the message without becoming contributing members of the communication. Many school districts have extended the duties and responsibilities of educational interpreters to include areas that directly oppose this traditional code. These areas involve tutoring, student motivation, and intervention. Therefore, a conflict results between interpreters, certifying organizations, training programs, and the public school system. Many interpreters are cautious and tend to avoid educational interpreting in anticipation that it will entail a breech of the Code of Ethics.

Training programs do not provide potential educational interpreters with instruction, guidelines, or sufficient information to make decisions about this field. Clarification of the role of educational interpreters in the public school setting is needed. A separate certificate for educational interpreters and a revision in the Code of Ethics to include expanded duties and responsibilities is called for. Training programs need to assist educational interpreters in the realization that educational interpreting can yield as many benefits and as much satisfaction as does interpreting

in other fields.

Mesa Public Schools is a district of 47,000 students in suburban Phoenix, Arizona. It maintains an extensive program of approximately one hundred hearing impaired students preschool through high school. There are sixteen interpreters and interpreter/aides employed within the district. The Mesa Public Schools has designed a successful program for utilizing educational interpreters. This program may serve as a model for any school district serving hearing impaired students.

In the Mesa Public Schools model, educational interpreters are not only given the opportunity to observe the academic, social, and emotional maturation of the students, but they are also included as an integral part of the students' growth experience. Educational interpreters become part of the teaching team and complete the dynamic process of educating hearing impaired students.

There are three positions that involve varying degrees of educational interpreting within the district: 1) Interpreter/Aide Without A Certificate; 2) Interpreter/Aide With A Certificate; and 3) Educational Interpreter (see Appendix C). The positions of Interpreter/Aide without a certificate and Interpreter/Aide with a certificate differ in certification requirements and payment. Their duties are mainly to aide the teacher of the hearing impaired and students in the classroom. The main duty of the educational interpreter, on the other hand, is to interpret for hearing impaired students in the mainstream classroon.

Educational Interpreters in the Mesa Public Schools must have the following qualifications:

1) a) Possession of a valid Registry of Interpreters of the Deaf (RID) IC/TC or CSC Certification; or

b) Possession of a valid Arizona Interpreter Quality Assurance System (IQAS) Certificate rating of Level 4 or Level 5.

2) Knowledge of Signing Exact English (SEE_2) as well as a proficiency in American Sign Language and/or Manual English.

3) Ability to work with other personnel such as teachers, principals, psychologists, audiologists, speech and language specialists, classroom aides and nurses.

Some of the assigned duties of educational interpreters include:

1) Interpreting by signing, fingerspelling, and silent vocalization all instruction and discussion for hearing impaired students in mainstreamed situations.

2) Assisting in normal classroom routines and procedures by clarifying concepts, reviewing lessons assigned, and actively guiding students in the completion of required work.

3) Coordinating tutoring or follow-up sessions with students who need additional instruction.

4) Serving as a liaison between Special Education programs and regular education programs by keeping the teachers of the hearing impaired and regular education teachers informed of the students' activities.

In addition, educational interpreters may be given special assignments such as keeping written daily logs, teaching sign language classes, organizing sign clubs, and interpreting for special activities or programs.

Educational interpreters are assigned to mainstreamed classes according to a number of factors: difficulty of the subject matter; the individual characteristics of the regular education teacher, the student, and the interpreter; the interpreter's past experience with the subject matter; the past experience of the regular education teacher in dealing with hearing impaired students; the structure of the class; and, when possible, the preferences of the interpreter.

The job expectations of educational interpreters change with the needs of the students from the elementary level to the secondary level. These changes or differences result from the age of the students, extent of mainstreaming, and the level of difficulty of the subject matter being taught.

It is, unfortunately, a widely held belief that educational interpreters cannot be effective at the elementary level. A successful, yet challenging, approach to utilizing educational interpreters at this level is currently being practiced in the Mesa Public Schools.

Educational interpreters at the elementary level are involved with students from five to twelve years of age. The academic, social, and emotional maturity levels vary greatly. Interpreters must be ready to constantly change the mode of presentation to meet the educational needs of the students. Interpreters might

be interpreting in a kindergarten P.E. class one hour and a 6th grade Math class the next. This requires a special kind of person flexible enough to make the necessary transition.

Also at the elementary level, there is a wide range of teaching methods employed by the regular education teachers. Few teachers opt to utilize a strictly lecture method of instruction. Most regular education teachers present a brief explanation, and then the students are left to complete tasks on their own. It, therefore, becomes the educational interpreters' job to insure that these tasks are completed correctly. Educational interpreters must be able to walk that thin line between explaining a missed concept and completing the assignment for the students. Overdependence on educational interpreters for individual instruction and attention may be an unwanted result.

Another aspect of educational interpreters' duties at the elementary level is the instruction of sign language to the regular education students. It is part of the mainstreaming philosophy to try to make the integration of hearing impaired students as successful as possible and, therefore, it is desirable that the regular education students learn sign language. As part of their regularly assigned duties, educational interpreters at the elementary level teach four or five sign language classes a week, and organize sign club meetings after school.

Educational interpreters' duties and responsibilities change subtly as the students progress to the secondary levels. For example, there is a need for more flexibility within the mode of communication. Interpreters at the elementary level may need to

be more knowledgeable in SEE, whereas, interpreters at the secondary level may need to be well-versed in ASL. Increased flexibility is needed due to the influx of students from other districts and programs. Also, as students mature, there is a need to teach ASL in preparation for their communication within the deaf community.

At the secondary level, educational interpreters may be involved in extensive tutoring, depending on the subject matter. Often the interpreters can better understand the areas of difficulty for the students and can better provide assistance due to mutual classroom experiences. This is done by arranging tutoring time in the classroom for the hearing impaired.

At the secondary level, there is increased mainstreaming in a wide variety of subjects and activities. The educational interpreters,therefore, take on the elusive roles of liaisons. In this capacity, the interpreters are seen as public relations representatives for the hearing impaired program. The interpreters must depict the program in a positive manner and with a professional attitude. There are situations where the regular education teachers may request information about the students that may require a value judgment on the part of educational interpreters. In these situations, the interpreters must refer the regular education teachers to the teachers of the hearing impaired. For general information about the students concerning absenteeism, tardiness, or homework, educational interpreters may provide input to the regular education teacher.

Furthermore at the secondary level, educational interpreters

are required to keep a Daily Mainstream Log. This consists of four to five sentences describing the events in the mainstreamed class. This information includes the daily homework assignments, scheduled tests, a general account of the subject matter that was discussed, and any behavioral problems that may impede the educational progress of hearing impaired students. It may be difficult to evaluate which behaviors are severe or deviant enough to report in the log. Many of these questionable behaviors can be resolved between the interpreters and the teachers of the hearing impaired before they are documented. Educational interpreters should not be asked to evaluate student progress, only report it. The educational interpreters should not sign the Individualized Education Program (IEP).

In addition, educational interpreters at the secondary level have special assignments and responsibilities. As hearing impaired students become older, their sphere of interests widens. Interpreting for graduation, sports, clubs, or contests may occur. Some educational interpreters may become motivators for students. There are also situations inherent within the interpreter/student relationship that may require educational interpreters to act as a disciplinarian. All of these duties describe an extremely unique individual with a myriad of skills.

There is one consistent theme throughout the elementary and secondary levels. Educational interpreters' jobs are not only ~~imparting information to the students, they also involve training~~ the students to use interpreters effectively. Educational interpreters become instrumental in overseeing the development of the

following independent student skills: 1) to assure that the students assume the responsibility of following the mainstreamed classroom rules and procedures; 2) to assure that the students seek appropriate assistance from the regular classroom teacher; 3) to assure that the students assume the responsibility of being punctual, completing assignments, and following directions; and 4) to assure that the students interact appropriately with the regular education students (see Appendix D).

To guarantee that this training process is continuing, it becomes imperative for the teachers of the hearing impaired to observe the regular education classrooms, educational interpreters and hearing impaired students at least once a month. It is also imperative that the teachers of the hearing impaired give the continual feedback to the regular education teachers, educational interpreters, and hearing impaired students in order to promote and maintain a successful mainstream program.

This model is by no means complete. There is always a constant need to upgrade program quality in order to promote excellence in the field of educational interpreters. The Mesa Public Schools and the teachers of the hearing impaired strive to help educational interpreters improve their performance within the school setting. Inservices and workshops provided throughout the school year, are targeted at meeting the educational interpreters' needs for professional growth. There are four goals of these inservices and workshops: 1) To establish consistency and uniformity of the signing system and individual signs to be used in the program; 2) To provide ongoing sign language training in order to raise the skill level of the entire staff for the hearing impaired

including teachers, educational interpreters and interpreter/aides; 3) To review the Code of Ethics and other materials as they apply to educational interpreters in the public school setting; and 4) To ease the transition of hearing impaired students from one level to the next.

This presentation has demonstrated how the profession of interpreting for hearing impaired individuals has greatly expanded and undergone many changes since 1964. With this expansion, interpreter services have taken on new dimensions and there has emerged a "new breed" - the educational interpreter. Educational interpreters have become, not only facilitators of communication, but also contributing members of that communication. The educational interpreters have become professionally and personally involved in the total education of hearing impaired students. They are an integral part of the teaching team. As stated earlier in this presentation, interpreter organizations, associations, and training programs have yet to give educational interpreters the necessary guidelines and preparation to become effective in the public school setting. This may be due to the nonexistence of a separate certificate for educational interpreters and their stringent Code of Ethics.

The model outlined by the Mesa Public Schools Program for the Hearing Impaired has been found successful in its use of educational interpreters. The program has provided educational interpreters the necessary support by developing job descriptions which list qualifications and specific duties and responsibilities. It maintains guidelines for mainstreaming procedures at both

elementary and secondary levels. It includes a channel through which educational interpreters are motivated to upgrade skills by participating in professional growth activities. The Mesa Public Schools has implemented a program where teachers of the hearing impaired, educational interpreters, and interpreter/aides work together as a team to provide the least restrictive environment for the hearing impaired students they serve.

REFERENCES

Arizona Deaf Assistance Referral Association, Interpreter Quality Assurance System, Resource Center for the Deaf, Phoenix, Arizona, 1984.

Interpreter Services For Deaf Clients: Guidelines for Rehabilitation Personnel, Research and Training Center, University of Wisconsin-Stout, Menomonie, Wisconsin, 1980.

Registry of Interpreters for the Deaf, Inc., 814 Thayer Avenue, Silver Spring, Maryland, 20190

Taft School for the Hearing Impaired, 1405 French Street, Santa Ana, California, 92701.

APPENDIX A: REGISTRY OF INTERPRETERS FOR THE DEAF, INC.

RID Certification

Comprehensive Skills Certificate (CSC) - Ability to interpret/transliterate using either a manual code for English or American Sign Language in an interpreting/transliterating situation utilizing the communication mode of the hearing impaired individual and most effectively facilitating the communication between the hearing person and hearing impaired individuals including the ability to render manually, orally or in writing a hearing impaired person's message.

Interpretation Certificate (IC) - Ability to convey a message from spoken English into appropriate or acceptable American Sign Language (ASL) or more like ASL signing for interpretation. Also includes ability to interpret manually or orally from American Sign Language to English a hearing impaired person's message.

Transliteration Certificate (TC) - Ability to convey a message from spoken English into a manual code for English for transliteration. Also includes ability to transliterate manually or orally from a manual code for English to English a hearing impaired person's message. (Previously the Expressive Translating Certificate - ETC).

Reverse Skills Certificate (RSC) - Ability to convey a message from American Sign Language or a manual code for English into appropriate English either signed or spoken.

Master Comprehensive Skills Certificate (MCSC) - Awarded to an interpreter/transliterator who has held a CSC for at least four years and who has met the standards of a CSC at a higher competence level.

Specialist Certificate: Legal (SC:L) - An interpreter/transliterator who possesses a CSC plus specialized skills to qualify for interpreting/transliterating in a variety of legal settings.

Oral Interpreter Certificate: Comprehensive (OIC:C) - Ability to paraphrase/transliterate a spoken message with or without voice and with natural lip movements with hearing impaired persons and ability to understand the speech and/or mouth movements of a hearing impaired person and repeat it exactly or in essence for the benefit of a third person.

Oral Interpreter Certificate: Spoken to Visible (OIC:S/V) - Ability to paraphrase/transliterate a spoken message with or without voice and with natural lip movements with hearing

impaired persons and possess limited or minimal skills in ability to understand the speech and/or mouth movements of a hearing impaired person and repeat it exactly or in essence for the benefit of a third party.

Oral Interpreter Certificate: Visible to Spoken (OIC:V/S) - Ability to understand the speech and/or mouth movements of a hearing impaired person and repeat it exactly or in essence for the benefit of a third party.

ARIZONA DEAF ASSISTANCE REFERRAL ASSOCIATION INTERPRETER QUALITY ASSURANCE SYSTEM

	Level of difficulty	Skills required	Possible situations	Assessment fee
Level I.	Limited Dialogue Non-technical terms	Minimum receptive: deaf person has adequate-good speech ability (understandable by all involved). Expressive: ASL, Siglish, Pidgin, Oral, and/or English.	Physical therapy (work-out session only) P.E. class Typing lab Application forms Telephone interpreting	$30.00
Level II.	Moderate dialogue Minimal technical terms	Intermediate receptive: can interpret for a deaf individual with minimal intelligible speech in combination with visual cues. Expressive: See Level I	Student-Teacher conference Biology lab Computer lab Driver's license exam Art class	$30.00
Level III.	Extensive dialogue Moderate technical terminology On-going interaction Platform with minimal technical terms	Adequate receptive: Can interpret for a deaf individual without speech cues. Expressive: See Level I	Introductory college courses (Sociology, Math) Job interview General employee meeting Physical therapy (with doctor Job training Children's theatre Parent/teacher conference Social Security interview Welfare interview Food stamp interview	$30.00

	Level of difficulty	Skills required	Possible situations	Assessment fee
Level IV.	Extensive dialogue Extensive technical terms Platform with moderate technical terms	Good receptive skills without speech cues. Expressive: See Level I	Employee-Supervisor conference Business lecture Tests and results (medical Tutoring Advanced level college classes Movies Artistic interpreting VR-client counseling session	$30.00
Level V.	Any situation excluding legal and psychiatric situations Utilizing extensive technical terms	Fluent receptive skills without speech cues. Expressive: See Level I	Surgery Pre-Op Surgery Emergency room Graduate level courses T. V.	$30.00

Level VI.	Any situation in which the hearing interpreter is unable to communicate with the deaf consumer.	A hearing-impaired* individual with fluent receptive skills and is able to express in various modes of communication	Intermediary interpreter	$15.00
Level VII.	A. Legal Prerequisite: Level V or VI assessment	Fluent receptive skills without speech cues Expressive: See Level I	Courtroom Interrogation Lawyers's conference Social Security fraud hearing Unemployment hearings Arrest Police at the scene (traffic accident) and/or filing report traffic ticket	$15.00
	B. Mental Health Prerequisite: Level V or VI assessment.	Fluent receptive skills without speech cues. Expressive: See Level I	All mental health settings	$15.00

* Any person with the inability to understand and hear normal speech without amplification.

APPENDIX B: RID CODE OF ETHICS WITH GUIDELINES

Interpreting shall refer to interpreting or transliterating from sign to speech or from speech to sign.

INTERPRETERS:

1. Shall keep all interpreted and assignment-related information strictly confidential.

   a. Interpreters must not reveal information about any interpreting assignment, including the fact that an assignment is being done. Even the most seemingly innocuous information could be damaging in the wrong hands. To avoid this possibility, and the responsibility which goes with it, interpreters must not say anything about any interpreting job.

   b. If a problem arises with the deaf or hearing person and the interpreter feels a need to discuss it with some outside party, he or she should first discuss it with the deaf or hearing person, and, if no agreement is reached, the two of them should decide who can advise them.

   c. When training other interpreters by the method of sharing actual experiences, interpreters should not reveal any of the following information: name, sex, age, etc. of the deaf or hearing person(s); day of the week, time of the day or time of year the situation took place; the location, including the city, state, or agency; other people involved; unnecessary specifics about the situation. It only takes a minimum amount of information to identify the parties involved.

2. Shall render a faithful interpretation, always conveying the content and spirit of the speaker, using language most readily understood by the persons for whom they are interpreting.

   a. Interpreters are not editors and must interpret everything which is said in exactly the same way it was intended. This is especially difficult when the interpreter disagrees with what is being said or feels uncomfortable when profanity is being used. Interpreters should remember that they are not at all responsible for what is said, only for conveying information accurately. If the interpreter's own feelings interfere with rendering a faithful interpretation, he or she should withdraw from the situation.

   b. While interpreting into sign, the interpreter must communicate in the manner most easily understood by the deaf person(s), be it American Sign Language, manually coded English, fingerspelling, mouthing, gesturing, drawing or writing, etc. It is important for the interpreter and deaf person to spend some time adjusting to each other's way of communicating prior to the actual interpreting situation. When interpreting into speech, the interpreter should speak the language spoken by the hearing person, be it English, Spanish, French, etc.

3. Shall not counsel, advise, or interject personal opinions. Just as interpreters may not omit anything which is said (see no. 2), they may not add anything to the situation even when they are asked to do so by other parties involved. An interpreter is only present in a given situation because two or more people have difficulty communicating, and thus the interpreter's only function is that of facilitator of communication. He or she may not become personally involved because in so doing he or she will take on some responsibility for the outcome, which does not rightly belong to the interpreter.

4. Shall use discretion in accepting assignments with regard to skills, setting, and the persons requesting the service.

   a. An interpreter should only accept assignments for which she/he feels ready. However, when an interpreter shortage exists and the only available interpreter does not possess sufficient skill for a particular assignment, this situation should be explained to the deaf and hearing consumers of the interpreting service. If they agree that a lesser-skilled interpreter is better than no interpreter or that they cannot wait until a better-skilled interpreter becomes available, then the lesser-skilled interpreter will have to use his or her best judgement about accepting or turning down the assignment. All interpreters can benefit from additional training in areas in which they lack skill.

   b. Certain situations may prove uncomfortable for some interpreters. For example, a male interpreter may feel uncomfortable interpreting for a deaf female patient in the doctor's office. Some interpreters will be uncomfortable in situations where controversial issues are discussed or in religious settings where what is being taught differs from the interpreter's beliefs. An interpreter should not interpret in settings which she/he knows will negatively affect being able to render a faithful interpretation.

   c. Interpreters should refrain from interpreting in situations where family members or close personal or professional relationships may affect impartiality. Even the most adept interpreters cannot be expected to mask inner feelings when interpreting for others who may affect their lives in some way. Under these circumstances, especially in legal settings, the ability to prove oneself unbiased when challenged is greatly lessened. In emergency situations it is realized that the interpreter may have to interpret for family members, friends, or close business associates. However, all parties should be informed that the interpreter may not become personally involved in the proceedings.

5. Shall deal with the matter of compensation for services in a professional and judicious manner (and shall be knowledgeable about the current fee guidelines suggested by the national organization).

   a. Interpreters are trained to work in a professional manner and are considered professionals. Therefore, they should be knowledgeable about fees which are appropriate to that profession.

   b. Since a sliding scale of hourly and daily rates has been set up for interpreters in many areas, all interpreters should have an idea of their own level of skill and the expected pay within their category. This can be determined by consideration of several factors, such as: level of certification, length of experience, nature of the assignment, and the local cost of living index ($7.50 an hour may seem high in one geographical area but low in another).

      Current guidelines for compensation of interpreters are listed on pages A-25, 26 of the 1976 RID directory.

   c. There are times when interpreters provide services without charge. This should be done with care and in such a way as to preserve the self-respect of the consumers. In other words, consumers should not feel they are recipients of charity.

      Care should be taken when interpreting without charge that other interpreters will be protected. In other words, a free-lance interpreter may depend on this work for a living and cannot make it without charging while other persons have full-time work and can interpret as a favor without feeling it is a loss of income.

6. Interpreters should strive to further knowledge and interpreting skills through participation in workshops, professional meetings, interchange with professional colleagues and reading of current literature in the field.

   Interpreters working as officers and committee members in the national RID and local RID chapters should press for high standards among interpreters. For example, encouraging agencies to hire only certified interpreters and the setting up of a mechanism to achieve compliance with the Code of Ethics are two of the many things which can be done.

7. Shall conduct themselves and dress in a manner appropriate to the situation.

   Interpreters should conduct themselves in such a manner that they bring respect to themselves as well as to the national organization. Conduct is intended as an all-inclusive term to cover actions, conversations and the actual interpreting. Of particular concern is the excessive use of alcohol or drugs.

Clothing should be appropriate to the setting, of contrasting color to the skin, and not in any way suggestive or distracting.

Revised by Code of Ethics Committee 9/78

Approved by Board of Directors 11/78

APPENDIX C: JOB DESCRIPTIONS - MESA PUBLIC SCHOOLS

POSITION: Interpreter Aide without Certificate - Hearing Handicapped Program

QUALIFICATIONS:

1. Sufficient knowledge of Signing Exact English (SEE_2) well as knowledge in American Sign Language and/or Manual English.
2. Ability to communicate with hearing handicapped students using Total Communication. This ability to be determined by a screening committee.
3. Ability to work with other personnel such as teachers, principals, psychologists, audiologists, speech and language specialists, classroom aides, and nurses.
4. Sufficient knowledge, responsibility, and expertise to communicate with hearing handicapped children.

DUTIES:

1. Follow general aide duties as referred to in task requirements of the Instructional Aide in Special Education programs.
2. Instruct students on individual/small group basis using Total Communication, as directed by the HH teacher.
3. Interpret by signing, fingerspelling and silent vocalization all instructions and discussion for hearing handicapped students in mainstreamed situations.
4. Provide sign language instruction for regular education students when appropriate.
5. Participate in inservice training programs.
6. Apply positive behavior modification techniques as instructed.
7. Report student behavior and progress to the teacher so they may be recorded.
8. Assist substitute teacher in knowledge of the classroom.
9. Handle clerical duties (attendance, lunch count, duplication of materials, etc.) as requested by the teacher.
10. Use appropriate total communication techniques to interpret the spoken word.

SUPERVISION: Certified Teacher, Hearing Handicapped Program

TERMS:

Grade/Salary:	Schedule E, grade 5/$5.91 Per Hour
Classification:	Interpreter Aide without Certificate
Work Term:	9 months, Hourly (90-180 day Probationary period)
Benefits:	None

Date Published: January 25, 1985
MESA PUBLIC SCHOOLS

POSITION: Interpreter Aide with Certificate - Hearing Handicapped Program

QUALIFICATIONS:

1. Possess a valid Arizona Interpreter Quality Assurance System (IQAS) Certificate rating of Level 1, Level 2, or Level 3.
2. Sufficient knowledge of Signing Exact English ($S.E.E._2$) as well as knowledge in American Sign Language and/or Manual English.
3. Ability to work with other personnel such as teachers, principals, psychologists, audiologists, speech and language specialists, classroom aides, and nurses.
4. Sufficient knowledge, responsibility, and expertise to communicate with hearing handicapped children.

DUTIES:

1. Follow general aide duties as referred to in task requirements of the Instructional Aide in Special Education Programs.
2. Instruct students on individual/small group basis using Total Communication, as directed by the HH teacher.
3. Interpret by signing, fingerspelling and silent vocalization all instruction and discussion for hearing handicapped students in mainstreamed situations.
4. Provide sign language instruction for regular education students when appropriate.
5. Participate in inservice training programs.
6. Apply positive behavior modification techniques as instructed.
7. Report student behavior and progress to the teacher so they may be recorded.
8. Assist substitute teacher in knowledge of the classroom.
9. Handle clerical duties (attendance, lunch count, duplication of materials, etc.) as requested by the teacher.
10. Use appropriate total communication techniques to interpret the spoken word.

SUPERVISION: Certified Teacher, Hearing Handicapped Program

TERMS:

Grade/Salary:	Schedule E, grade 6/$6.54 Per Hour
Classification:	Interpreter Aide with Certificate
Work Term:	9 Months, Hourly (90-180 day Probationary period)
Benefits:	None

Date Published: January 25, 1985
MESA PUBLIC SCHOOLS

POSITION: Interpreter - Hearing Handicapped Program

QUALIFICATIONS:

1. Possess a valid Registry of Interpreters of the Deaf (RID) ITCT or CSC Certificate.

   or

   Possess a valid Arizona Interpreter Quality Assurance System (IQAS) Certificate rating of Level 4 or Level 5.
2. Knowledge of Signing Exact English ($S.E.E._2$) as well as a proficiency in American Sign Language and/or Manual English.
3. Ability to work with other personnel such as teachers, principals, psychologists, audiologists, speech and language specialists, classroom aides and nurses.

DUTIES:

1. Adhere to the RID Code of Ethics in regard to professionalism and student confidentiality.
2. Uphold and enforce school rules, administration instructions and regulations, Board policy, and state regulations.
3. Interpret by signing, fingerspelling and silent vocalization all instruction and discussion for HH students in mainstreamed situations.
4. Assist in normal classroom routines and procedures by clarifying concepts, reviewing lessons assigned, and actively guiding students in the completion of required work.
5. Coordinate tutoring or follow-up sessions with students who need additional instruction.
6. Serve as a liaison between the HH programs and regular programs by keeping both the students' HH teachers and regular teachers informed of the students' activities.
7. Refer regular education Staff questions and/or problems concerning HH students to the appropriate Hearing Handicapped personnel.
8. Interpret for HH individuals involved in the Mesa Public Schools Program (i.e. teachers, aides, parents).
9. Interpret at special activities, such as captioned films and assemblies.
10. Perform all other duties that may be assigned by the HH teacher.

SUPERVISION: Certified Teacher, Hearing Handicapped Program

TERMS:

Grade/Salary:	Schedule E, grade 7/$9.01 Per Hour
Classification:	Interpreter
Work Term:	9 Months (90-180 day probationary period)
Benefits:	Vacation, sick leave, holidays, retirement, insurance and major medical

Date Published: January 25, 1985

APPENDIX D: MESA PUBLIC SCHOOLS

GUIDELINES FOR INITIAL INTEGRATION PROCEDURES AT THE ELEMENTARY LEVEL

STUDENT_____ DATE INITIATED_____ COMPLETED_____

HH TEACHER_____ REG. ED. TEACHER_____

SUBJECT(S)_____ GRADE_____ TIME(S)_____

1. HEARING HANDICAPPED TEACHER MEETS WITH APPROPRIATE PERSONNEL (PROGRAM SPECIALIST, AUDIOLOGIST AND SPEECH/LANGUAGE SPECIALIST) TO DISCUSS:
   - ____ A. Emotional maturity of student involved.
   - ____ B. How student is functioning auditorally.
   - ____ C. Areas of high and low achievement.
   - ____ D. How student relates socially to peers.
   - ____ E. Expectations of social and academic growth.
   - ____ F. Any other materials deemed relevant by those involved.

2. REGULAR EDUCATION TEACHER, HEARING HANDICAPPED TEACHER AND/OR INTERPRETER MEET TO DISCUSS THE FOLLOWING:
   - ____ A. What deafness means.
   - ____ B. Student's level of present performance academically and socially.
   - ____ C. Social and academic goals and objectives.
   - ____ D. Any special situations (at home or school) that can affect student's behavior.
   - ____ E. What to expect from and how to effectively use the interpreter.
   - ____ F. How to relate to student without interpreter's assistance.

3. INSERVICE REGULAR CLASSROOM BY HH TEACHER:
   - ____ A. What deafness means.
   - ____ B. Use of Phonic Ears and/or hearing aids.
   - ____ C. Importance of visual contact.
   - ____ D. How to relate to HH peers with and without an interpreter.

4. INSERVICE OF HEARING HANDICAPPED STUDENT BY HEARING HANDICAPPED TEACHER AND/OR INTERPRETER:
   - ____ A. Rules and classroom procedures.
   - ____ B. How to use the interpreter effectively.
   - ____ C. How to use classroom teacher correctly.
   - ____ D. Expectations: being on time; completing assignments; following directions; ask for help when necessary; able to accept responsibility for schedule changes and special assignments.

___ E. Interacting with regular education students.

___ F. Parents will be asked to attend and then later meet the regular education teacher.

5. OBSERVATIONS BY THE HEARING HANDICAPPED TEACHER:

___ A. HH teacher and/or interpreter will observe regular education classroom twice before integration begins.

___ B. HH teacher will observe classroom once at onset of integration.

___ C. HH teacher will observe regular education classroom once a month (or more as prearranged with HH teacher and regular education teacher).

6. ADDITIONAL COMMENTS/OBSERVATIONS RELATED TO INTEGRATION:

_____

_____

_____

_____

MESA PUBLIC SCHOOLS

INTEGRATION RECOMMENDATION - ELEMENTARY

STUDENT _____ HH TEACHER _____

SCHOOL _____ GRADE_____ AGE____ YEARS ____ MONTHS

RECOMMENDATION: Integration for (subject) _____in (room ____ (grade)__

ACADEMIC FACTORS: Specify student's LEL (learning expectancy level) _____

Test Scores:

Reading _____ District Test: _____ %

Math _____ District Test: _____ %

Written Communication _____ District Test: _____ %

Oral/Signed Communication (Exp.) _____

(Rec.) _____

Textbook(s)/level(s) appropriate to student _____

_____

HEARING FACTORS:

Degree of loss: Profound Severe Moderate Mild

Speech: Unintelligible Can understand some words Easily Understood

Lipreading skills: Excellent Good Fair Poor

Amplification: Excellent Good Fair Poor

Can student function without interpreter, if necessary?

Always Occasionally Never

SOCIAL FACTORS:

Has student been previously integrated? _____ Yes ____ No

If yes, list subject(s)/grade level(s)approximate amount of time per day:

_____

_____

_____

_____

Have the student's parents been notified that their student is being considered for integration: ____ Yes ____ No

INTEGRATION RECOMMENDATION - ELEMENTARY

Describe their feelings about integration _____

_____

_____

_____

Comment on the student's social maturity with regard to the integrated situation _____

_____

_____

Describe any past incidents/occurrences that may affect the integration process. _____

_____

_____

ADDITIONAL INFORMATION APPLICABLE TO INTEGRATION:

_____

_____

_____

_____

MESA PUBLIC SCHOOLS

GUIDELINES FOR INITIAL INTEGRATION PROCEDURES AT THE SECONDARY LEVEL

STUDENT _____ DATE INITIATED____ COMPLETED _____

HH TEACHER _____ REG. ED. TEACHER _____

SUBJECT(S) _____ GRADE_____ TIME(S) _____

1. HEARING HANDICAPPED TEACHER MEETS WITH APPROPRIATE PERSONNEL TO DISCUSS THOSE CLASSES IN WHICH THE HEARING IMPAIRED STUDENTS HAVE BEEN MAINSTREAMED IN THE PAST AND:

   ____ A. Emotional maturity of student involved.
   ____ B. How student is functioning auditorally.
   ____ C. Areas of high and low achievement.
   ____ D. How student relates socially to peers.
   ____ E. Expectations of social and academic growth.
   ____ F. Any other materials deemed relevant by those involved.
   ____ G. Classes mainstreamed:

   _____

   _____

   _____

2. HEARING HANDICAPPED TEACHER MEETS WITH THE REGULAR EDUCATION TEACHER AND/OR INTERPRETER TOGETHER OR INDEPENDENTLY TO DISCUSS THE FOLLOWING:

   ____ A. What deafness means.
   ____ B. Student's level of present performance academically and socially.
   ____ C. Social and academic goals and objectives.
   ____ D. Any special situations (at home or school) that can affect student's behavior.
   ____ E. What to expect from and how to effectively use the interpreter.
   ____ F. How to relate to student without interpreter's assistance.

3. INSERVICE OF HEARING HANDICAPPED STUDENT BY HEARING HANDICAPPED TEACHER AND/OR INTERPRETER

   ____ A. Rules and classroom procedures.
   ____ B. How to use the interpreter effectively.
   ____ C. How to use classroom teacher correctly.
   ____ D. Expectations: being on time; completing assignments; following directions; ask for help when necessary; able to accept responsibility for schedule changes and special assignments.
   ____ E. Interacting with regular education students.

4. OBSERVATIONS BY THE HEARING HANDICAPPED TEACHER:

____ A. HH teacher and/or interpreter will observe regular education classroom twice before integration begins, if possible.

____ B. HH teacher will observe classroom once at onset of integration.

____ C. HH teacher will observe regular education classroom once a month (or more as prearranged with HH teacher and regular education teacher).

5. ADDITIONAL COMMENTS/OBSERVATIONS RELATED TO INTEGRATION:

_____

_____

_____

_____

MESA PUBLIC SCHOOLS

INTEGRATION RECOMMENDATION - SECONDARY

STUDENT _____ HH TEACHER _____

SCHOOL_____ GRADE____ AGE_____ YEARS _____ MONTHS

RECOMMENDATION: Integration for subjects _____

ACADEMIC FACTORS: Specify student's LEL (learning expectancy level) _____

Test Scores:

Reading _____ District Test: _____%

Math _____ District Test: _____%

Written Communication _____ District Test: _____%

Oral/Signed Communication (Exp.) _____

(Rec.) _____

Textbook(s)/level(s) that student has used or which are still being used.

_____

_____

HEARING FACTORS: (Circle the most appropriate)

Degree of loss:	Profound	Severe	Moderate	Mild
Speech:	Unintelligible		Can understand some words	
	Easily understood			
Lipreading skills:	Excellent	Good	Fair	Poor
Auditory skills:	Excellent	Good	Fair	Poor
Amplification:	Hearing aid		Phonic ear	

Can student function without interpreter, if necessary? Always Occasionally Never

SOCIAL FACTORS:

Has student been previously integrated? ____ Yes ____ No

Please attach a copy of the student's schedule of classes attended at the elementary or junior high. (Please include the name of the previous HH teacher.)

Have the student's parents been notified that their student is being considered for integration? ____ Yes ____ No

INTEGRATION RECOMMENDATION - SECONDARY

Describe the student's feelings about integration:

Comment on the student's social maturity with regard to the integrated situation.

Describe any past incident/occurrences that may affect the integration process.

ADDITIONAL INFORMATION APPLICABLE TO INTEGRATION:

MESA PUBLIC SCHOOLS

HH TEACHER INTEGRATION OBSERVATION - MONTHLY REPORT FORM

STUDENT _____ HH TEACHER _____

SUBJECT _____ GRADE_____ REG. ED TEACHER _____

DATE OF OBSERVATION _____TIME OF DAY _____

1. BRIEFLY DESCRIBE OBSERVATIONAL SETTING (GROUP/INDIVIDUAL INSTRUCTION, SEAT WORK, BOARD WORK ...) _____

_____

2. DOES THE STUDENT USE HIS VOICE?

With hearing students	_____	Yes	_____	No
With teacher	_____	Yes	_____	No
With interpreter	_____	Yes	_____	No

3. WHAT KIND OF INTERACTION DID YOU OBSERVE BETWEEN THE HH STUDENT AND OTHERS:

Hearing Students _____

Teacher _____

Interpreter _____

4. TO WHOM DOES THE HH STUDENT DIRECT HIS/HER QUESTIONS?

Hearing Students	_____	Yes	_____	No
Teacher	_____	Yes	_____	No
Interpreter	_____	Yes	_____	No

5. WHO ANSWERS THE HH STUDENT'S QUESTIONS?

Hearing teacher Interpreter Other children

6. DOES THE STUDENT APPEAR TO BE FUNCTIONING AT THE SAME LEVEL AS THE HEARING STUDENTS?

Describe functional level _____

_____

7. DOES THE STUDENT REQUIRE ADDITIONAL TUTORING? _____ Yes _____ No

If yes, specify extent of tutoring needed _____

_____

8. DOES STUDENT APPEAR TO DISPLAY ACCEPTABLE BEHAVIOR IN THE CLASSROOM?

Describe classroom/social behaviors _____

_____

9. ADDITIONAL OBSERVATIONAL COMMENTS OR SUGGESTIONS BY HH TEACHER

MESA PUBLIC SCHOOLS

EVALUATION OF INTERPRETER/TUTOR

IN THE REGULAR EDUCATION CLASSROOM

Interpreter's name _____ Current certification _____

School name _____ Classroom observed _____

Evaluator's name _____ Date _____

Student name _____

INTERPRETATION FROM ENGLISH TO SIGNS

	N.O.	P	B.A.	A	G	E	Comments
Punctuality of interpreter							
Appropriate school sign system used							
Appropriate vocabulary of signs for student							
Appropriate choice of signs for concept							
Clarity/completion of signs							
Fluency of signs							
Sign size, placement, and use of space							
Clarity of fingerspelling							
Clarity of mouth movement							
Ability to mouth higher vocabulary word with basic sign							
Appropriate facial expressions							
Appropriate body gestures and expressions							
Presence of non-signing behaviors							
Speaker affect conveyed							
Signing speed/time lag							
Comfort factor of interpreter							

N.O. = not observed P = poor B.A. = below average

A = average G = good E = excellent

INTERPRETATION FROM SIGNS TO ENGLISH

	N. O.	P	B. A.	A	G	E	Comments
Conveys message in correct English							
Appropriate vocabulary selection							
Appropriate continuity of thought							
Appropriate voice inflection							
Appropriate voice clarity and intensity							

TUTORING IN REGULAR EDUCATION CLASSROOM

	N. O.	P	B. A.	A	G	E	Comments
Encourages student toward independent learning							
Appropriate assessment of student academic level							
Encourages interaction with hearing peers in classroom							
Refers student to appropriate source for primary instruction							
Encourages student feedback to make sure concept is understood							
Uses non-interpreting time effectively							

ADDITIONAL COMMENTS FROM EVALUATOR:

GOALS FOR INTERPRETER TO IMPROVE ON:

1.

2.

3.

Evaluator's signature _____

Interpreter's signature _____

MESA PUBLIC SCHOOLS

Paper presented at the Annual Convention

of the

Council for Exceptional Children

(63rd, Anaheim, CA, April 15-19, 1985)

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